SOCIAL STUDIES GRADES 1-6

PROGRAM OF STUDIES

The program of studies for social studies, Grades 1-6, has been approved for use during the 1989-90 school year. Provincial implementation is scheduled for September 1990.

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SOCIAL STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

> "The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community."
>
> Secondary Education in Alberta (June 1985)

Social studies is a school subject that assists students to acquire the basic knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society. The content of social studies draws upon history, geography, economics, other social sciences, the behavioural sciences and humanities. The content also serves as the context in which important skills and attitudes are developed.

Central to all curricula are the students. The Social Studies Program takes the following factors into account:

The Nature and Needs of the Learner: The expected learnings are consistent with the social and intellectual maturity of the students.

The Nature and Needs of a Changing Society: The program prepares students for active and responsible participation in a changing world. It seeks to equip students with the knowledge and skills necessary to function in the society in which they must ultimately find their place.

The Nature of Knowledge in Each Subject Area: The program content reflects the vast scope of the disciplines of history, geography, economics and social sciences at a level consistent with the maturity of students.

The Learning Environment: The program identifies what is to be taught and provides the flexibility for teachers to adapt the program to meet the needs of the learners. It addresses the needs and conditions in schools and the availability, accessibility and variety of learning resources within the school and community.

In our changing society, students will need to be practised at using a variety of skills and strategies. Students will need to be able to acquire knowledge, to interpret and communicate their information, and to solve problems and make decisions. In doing all of this, students require a wide range of critical and creative thinking skills and strategies which they can apply to a variety of situations. Therefore, the concept of the learners as receivers of information should be replaced with a view of the learners as self-motivated, self-directed problem solvers and decision makers who are developing the skills necessary for learning and who develop a sense of self-worth and confidence in their ability to participate in a changing society.

B. GOAL AND OBJECTIVES

RESPONSIBLE CITIZENSHIP is the ultimate goal of social studies. Basic to this goal is the development of critical thinking. The "responsible citizen" is one who is knowledgeable, purposeful and makes responsible choices. Responsible citizenship includes:

- understanding the role, rights and responsibilities of a citizen in a democratic society and a citizen in the global community
- participating constructively in the democratic process by making rational decisions
- respecting the dignity and worth of self and others.

Citizenship education is based on an understanding of history, geography, economics, other social sciences and the humanities as they affect the Canadian community and the world. However, knowledge is changing rapidly. These changes bring into focus the need to provide the knowledge and skills necessary to meet the challenges and keep pace with an ever-changing world. Therefore, emphasis is placed on learning social studies facts, concepts, generalizations and skills that are useful for lifelong learning and responsible citizenship.

Social studies is organized around knowledge, skill and attitude objectives. These objectives should not be addressed separately or sequentially. The achievement of any one objective is directly related to the achievement of another; hence, they should be pursued simultaneously. The responsible citizen uses the knowledge, attitudes and skills acquired in the school, the family and the community.

In order to understand why people act the way they do, one has to examine their underlying reasons for action, including their values. Development of understanding of values (identification, definitions, descriptions) is incorporated in the knowledge objectives, and development of competencies (values analysis, decision making) is incorporated in the skill objectives.

KNOWLEDGE OBJECTIVES – To be a responsible citizen, one needs to be informed about the past, as well as the present, and to be prepared for the future by drawing on history and the social science disciplines. The knowledge objectives should take into account the history of our community, the growth of democratic society, an understanding of the nature of man, and an understanding of our changing social, political, technological, and economic environment.

Knowledge objectives for social studies topics are organized through generalizations, concepts and facts. A generalization is a general rule or principle that shows relationships between two or more concepts. A concept is an idea or meaning represented by a word, term or other symbol that stands for a class or group of things. Facts are parts of information that apply to specific situations; for example, specific statements about people, things, events or ideas.

SKILL OBJECTIVES – Skills are taught best in the context of use rather than in isolation. While the skill objectives are grouped into categories for organizational purposes, some of the skills may fit into more than one category. There is a wide variety of thinking skills essential to social studies. These skills are not intended to be developed separately or sequentially but are intertwined with the knowledge and attitude components.

Skill objectives for social studies are grouped into the following categories:

Process Skills – skills that help one acquire, evaluate and use information and ideas.

Communication Skills – skills that help one express and present information and ideas.

Participation Skills – skills that help one interact with others.

Specific skills have been identified for each topic for organizational purposes. However skills can be developed using any of the topics in a grade as a vehicle. Because not all of the skills are specific to social studies, many may be introduced, developed, used and/or reinforced in other subject areas. Teachers need to monitor student needs to introduce the skill at the appropriate level.

Inquiry – Inquiry strategies help one answer questions, solve problems and make decisions using process, communication and participation skills. Thinking skills are developed by providing students with many experiences using strategies such as problem solving and decision making. The intent is to provide many opportunities within a topic/grade to use problem solving and/or decision making so that the students learn the strategies and then are able to transfer the skills to their own lives. Each topic includes questions that range from those that have an answer based on the available evidence, to those that are issues that need to be resolved. A problem may be defined as any situation for which a solution is desired. An issue may be defined as a matter of interest about which there is significant disagreement. The disagreement can involve matters of fact, meaning or values.

Each topic includes a section "Issues and Questions for Inquiry". This list of issues and questions is not intended to be inclusive. The success of inquiry is enhanced by selecting questions and issues related to the topic that are concrete, relevant, meaningful, and of interest to students. Issues and questions can be teacher or student generated.

Issues and questions may be investigated using different inquiry strategies. Critical and creative thinking may be encouraged by using a variety of inquiry strategies such as the problem-solving and decision-making models outlined below. Inquiry calls for choosing and blending strategies. Sometimes, a step-by-step approach may be best. At other times, creative thinking skills must be applied. The following strategies can be expanded, modified or combined to suit specific topics, disciplinary emphases, resources and student maturity. Problem solving is a strategy of using a variety of skills to determine a solution to a question or problem (who, why, what, where, when, how). Decision making is a strategy of using values and a variety of skills to determine a solution to a problem/issue that involves a choice (should, how should, to what extent should) and that requires a decision for action. The strategies provided in curriculum documents vary from elementary through secondary levels. (The 1981 Process for Social Inquiry is an example of a decision-making model.)

A MODEL FOR PROBLEM SOLVING

- Understand the Question/Problem
- Develop Research Questions and Procedures
- Gather, Organize and Interpret Information
- Develop a Conclusion/Solution

A MODEL FOR DECISION MAKING

- Understand the Issue
- Develop Research Questions and Procedures
- Gather, Organize and Interpret Information
- Think of Alternatives
- Make a Choice
- Take Action (if feasible and desirable)

ATTITUDE OBJECTIVES - The attitude objectives describe a way of thinking, feeling or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another, learning in an atmosphere of free and open inquiry, and the development of a feeling of joy and excitement in learning.

The development of the positive attitudes needed for responsible citizenship is a gradual and ongoing process. The attitude objectives for social studies, which students will be encouraged to develop, include:

- positive attitudes about learning
- positive and realistic attitudes about one's self
- attitudes of respect, tolerance, and understanding toward individuals, groups and cultures in one's community and in other communities (local, regional, national, global)
- positive attitudes about democracy, including an appreciation of the rights, privileges, and responsibilities of citizenship
- an attitude of responsibility toward the environment and community (local, regional, national, global).

C. CONTENT

Topics of Study

The program represents a balance between the immediate social environment and the larger social world; between small group and societal problems and issues; among local, regional, national and global affairs; among past, present and future directions; and among Western and non-Western cultures. Choices have been made that, of necessity, include some topics in the curriculum at the expense of others. Topics have been chosen that complement other subject areas and avoid unnecessary repetition of material from previous social studies grades.

The elementary curriculum focusses on the child and his or her family, school and community and then goes beyond self to an exploration of other families and communities. Case studies and examples selected to develop the topic objectives should be meaningful and of interest to the particular students and their immediate community. Within each topic, the geographic setting is to be used to develop and maintain geographic skills.

The study of current affairs adds considerably to the relevance, interest and immediacy of the Social Studies Program. Current affairs will be handled as inclusions in and extensions of curricular objectives, not as separate topics isolated from the program. This does not preclude examination of events or issues of significant local, national or international importance, provided that a balanced approach that encourages the goals of responsible citizenship is employed, and the prescribed objectives of the course are met.

The objectives identified for each topic are mandatory. In addition to the identified topics, teachers are encouraged to spend time on topics of interest to students which meet the goals of the program. These topics and issues can be selected in consultation with parents and community groups. The choice of topics and issues will depend upon the developmental level of the students and upon the current concerns at local, provincial, national and international levels. All activities should further the citizenship intent of the entire curriculum.

GRADE 1

FOCUS: ME AND OTHERS

TOPIC A — MY SCHOOL

The study focuses on the child as a participating member of the classroom and school. Roles and responsibilities of the student and other individuals within a school, and their interrelationships, should be examined in this study. The intent of this unit is to help students recognize that they are an integral part of their school and that their contributions are of importance.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:
How can we help other people in the school do their jobs more effectively (i.e., principal, caretaker, teacher, secretary)?
How can we assist others with their learning?
How can I help make learning exciting for my friends and myself?
How can we cooperate with other students?
How can we show respect for each other (students and adults)?
How can I be a better member of the school?
How does the school help me?
Why should we work together in the classroom/school?

Issues:
Who should be responsible for the playground? Room clean-up? Library? Art room and/or science room, etc.?
Who should be responsible for making rules?

KNOWLEDGE OBJECTIVES — The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION –**The school is a place where people come to learn, work and play.**		
GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
The school and each room in the school has a purpose.	school	• name of the local community and school • location of rooms and areas in the school and schoolyard • uses of rooms and areas in the school • significance of the Canadian flag in the school • purpose of school
Each member in my school has special responsibilities.	responsibility	• responsibilities of a student to the total school (i.e., learning, cooperation) • people in the school and their responsibilities

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
My school has rules.	rules	• rules in one's school, including classroom and playground • reasons for rules and the importance of observing them
People in my school cooperate with each other.	cooperation	• ways in which students affect the roles of adults in the school • ways in which other individuals in the school affect students • examples of cooperation in a school
Respect for people in the school is important.	respect	• ways people show respect for each other (students, adults) such as: – listening to others – helping others – talking to others – playing with others

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- acquire information through viewing and listening
- identify the purpose of an interview and/or field study
- gather information by interviewing person(s) within the school, using questions generated by the class
- arrange events, facts and/or ideas in sequence
- classify pictures, facts or events in categories (e.g., responsibilities of people in school)

Geography/Mapping

- use simple maps to locate specific areas within the school and school in the community
- make and use simple map(s) and/or model(s) of the classroom and/or school
- use pictures or develop symbols to represent real things on a map
- give verbal directions, using relative terms for different locations in school (near, far, left, right, under, over, back, front)
- predict distances in relative terms (nearer, farther, etc.)

Analyzing/Synthesizing/Evaluating

- generate rules needed in the classroom
- draw conclusions about the roles and responsibilities of people at the school
- identify and examine alternative solutions to problems at school; i.e., dilemmas others face in the classroom, playground and/or school

COMMUNICATION SKILLS

- express ideas orally and pictorially
- participate in individual and/or cooperative (teacher-student) writing of sentences and/or stories
- complete a sentence stem and/or pattern

PARTICIPATION SKILLS

- stay on task
- willingly take turns in discussions
- participate cooperatively in group work
- plan and carry out one or more activities aimed at promoting cooperation and demonstrating shared responsibility within the school

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- pride in one's school
- positiveness and responsibility toward school and learning
- willingness to cooperate with students and adults
- satisfaction in exercising one's role as a responsible member of the school
- respect for others in the school

GRADE 1

FOCUS: ME AND OTHERS

TOPIC B — MY FAMILY

The study focuses on the roles and responsibilities of family members. The major focus of this unit is the importance of cooperation and shared responsibilities. The intent of the study is to help students recognize that they are an integral part of their family unit and that their contributions are of importance. The students will also recognize the importance of the contributions made by other family members.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:
How do family members work together?
How do family members contribute to a family (i.e., love, responsibility)?
What are my responsibilities in my family?
What other responsibilities could I take on in my family?
How are the responsibilities of family members affected by change (e.g., new baby, moving)?
What would be a fair share of work within the family?
How do families solve problems?

Issues:
Should family members be paid for jobs around the home?
Should family members be treated equally (e.g., bedtime, allowance)?
Should all family members have the same responsibilities (e.g., pet care, chores)?

KNOWLEDGE OBJECTIVES — The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION –**All family members have responsibilities.**

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Families are similar.	family	• membership and size of families • shared family activities (e.g., eating together, playing a game, watching television)
Family members have different responsibilities.	responsibility	• responsibilities of family members • contributions to the family unit such as love, caring,sharing, helping others, completing jobs

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Responsibilities of family members may change.	change	• changes families may face (e.g., new baby, children mature, children leave home, families move, parent changes careers, parent loses job, foster children, adoption, separation or divorce, death) • how responsibilities and ways of living may change to meet changing conditions
Families solve problems in different ways.	cooperation	• ways family members solve problems (e.g., discussing, planning, completing jobs, cooperation)

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- gather information using a questionnaire developed by the class on the membership and responsibilities of family members
- acquire information by listening attentively and with purpose to the ideas and feelings of others
- recognize and acquire information from a variety of sources (e.g., pictures, charts, photos, films, books, stories)
- categorize pictures, facts or events as similar, different, related or unrelated

Analyzing/Synthesizing/Evaluating

- compare and draw conclusions about types of families
- compare and draw conclusions about varying roles and responsibilities of family members
- propose appropriate action when a family responsibility cannot be fulfilled (e.g., through role exchange)
- examine and generate alternative solutions to problem situations

COMMUNICATION SKILLS

- express ideas and feelings about their family and other families pictorially and orally
- role play the dilemmas others face while handling family responsibilities
- express ideas by using a sentence stem, by using patterning and/or through personal writing (e.g., on cooperation and responsibilities)

PARTICIPATION SKILLS

- seek help when required
- willingly take turns in class discussions (e.g., sharing information about the family)
- participate cooperatively in group work
- plan and carry out one or more activities aimed at promoting cooperation within their own families

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- acceptance of a variety of family structures, including one's own family
- self-worth, by recognizing that one can assume important responsibilities
- appreciation of others, by recognizing the efforts of their family members in fulfilling their responsibilities within the family
- satisfaction in exercising one's role as a responsible member of the family

GRADE 1

FOCUS: ME AND OTHERS

TOPIC C — OTHER CANADIAN FAMILIES

This study is the first formal orientation to Canada as a multicultural society. The common elements of family life will be explored as well as traditions of families. The families to be studied should be chosen according to the interests and backgrounds of students. Traditions of Canadian families should be examined by focusing on several of the following – language, food, clothing, special days, celebrations, music, crafts and recreation. The intent of this study is to help students recognize the similarities and uniquenesses of Canadian families and to help them view these similarities and differences as positive aspects of a multicultural society.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:
What traditions do Canadian families have that are similar? Different?
Why do Canadian families have many common traditions?
How do Canadian families have fun?
What special days and holidays do nearly all Canadian families observe?
What special days are celebrated by only some Canadian families?
What traditions of those we have studied would you like your family to practise? Why?

Issues:
Should Canadian families share their traditions?

KNOWLEDGE OBJECTIVES — The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION – **Canadian families may keep traditions that have been passed on through the years.**

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Families keep traditions that have been passed down from their parents and grandparents.	traditions	• ways traditions are passed on include different foods, clothing, language, special days, music, crafts, celebrations, recreation • traditions held by one's own family • the cultural origin(s) of one's own family, a friend or any chosen person
Canada is made up of families who have common traditions and traditions special to them.		• traditions held by Canadian families • similar traditions held by Canadian families – recreation – special days/celebrations

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Respect for traditions held by Canadian families is important.	respect	• ways to show respect for family traditions such as: – compliment – want to learn – try to understand

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- gather information by surveying family members
- identify main idea(s) by listening attentively to the ideas and feelings of others
- acquire and interpret information from pictures, books, filmstrips and/or films on traditions held by Canadian families
- make a chart to compare traditions of Canadian families

Geography/Mapping

- recognize the globe as a model of the earth
- distinguish between land and water symbols on globes and maps
- identify and locate own community on a wall map

Analyzing/Synthesizing/Evaluating

- draw conclusions about traditions held by Canadian families

COMMUNICATION SKILLS

- give a brief oral presentation (e.g., describing one or more traditions)
- participate in cooperative (teacher-student) and/or individual writing and illustrating of a chart or story dealing with traditions of Canadian families

PARTICIPATION SKILLS

- willingly take turns in class discussions (e.g., sharing information on various traditions)
- work cooperatively with a partner/group
- behave courteously when working with others
- offer encouragement and approval to those with whom you work
- plan and carry out an action aimed at sharing a family tradition with others

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- respect for the rights and opinions of others
- pride for the uniqueness of one's own cultural heritage
- appreciation, acceptance, and respect for the similarities and differences in traditions held by Canadian families

GRADE 2

FOCUS: PEOPLE TODAY

TOPIC A — PEOPLE NEARBY

The study focuses on the people in the students' immediate community and how these people organize to meet their needs. Emphasis of the unit will be on the homes, schools, occupations and recreation of the students and their families. After examining how the community organizes to meet the needs of students, examine how the people in the community organize to meet the needs of two or more individuals and/or groups (e.g., aged, handicapped, pre-school children, teenagers, etc.). The specific examples developed should be relevant to the students and their community. The intent of this study is to promote the development of positive attitudes, interaction abilities and the appreciation, understanding, and tolerance of others' needs.

The focus of Grade 2 is on people in a community. Because the distinction between community and neighbourhood is complex, for the purposes of this grade, community and neighbourhood can be used synonymously.

ISSUES AND QUESTIONS FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:
How are our needs met in our community?
What are differences in people's needs?
How are other people's needs met in our community?
Why are there different services/facilities for different people?
How can different individuals/groups cooperate with each other to meet their needs?
How can we show appreciation, respect and tolerance to other groups and their needs?

Issue:
Should the needs of individuals/groups be met (i.e., recreational facilities, schools, busing, senior homes)?

KNOWLEDGE OBJECTIVES — The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION –**People in my community cooperate to meet the needs of its members.**

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
All people have similar needs. Peoples needs are met in different ways.	needs	• needs: food, shelter, clothing, affection • select case studies: aged, handicapped, pre-school children, teenagers, etc. • ways needs are met

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
People in my community meet some of their needs through services/ facilities.	community services/facilities	• services/facilities in own community (e.g., hospitals, swimming pools, libraries, clinics, senior citizen homes, day-care, drop-in centres) • recreation • occupation • schools
Services/facilities meet the needs of different people in different ways.		• select several services/facilities that meet different needs for people (e.g., school, library)
People cooperate with each other in our community to meet needs.	cooperation	• ways people cooperate (e.g., parent/ school cooperation, block parents, food bank, planning for wheel chair ramps, volunteer work, building foster homes, group homes, recreation centres, senior homes and hospitals)
Respect for people's needs is important.	respect	• ways of showing respect such as: – being friends – sharing books – talking to people – reading with them – visiting them – helping when in need – playing a game with them – listening attentively – allowing for privacy – sharing concerns

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- acquire information to answer questions by viewing, listening and reading
- identify the purpose of a field study and/or interview; plan procedures, rules of behaviour, questions to be asked, and things to watch and/or listen for
- collect and record data on a pictograph and/or bar graph and compose a title for data collected
- arrange events, facts and/or ideas in sequence (e.g., tasks in preparing for a field trip and/or an interview)

Geography/Mapping

- construct a simple map and/or model of the community (e.g., showing location of various services/facilities)
- read simple maps (e.g., school, playground, community)
- develop a simple legend using own symbols to represent real things on a map
- compare pictures, aerial photographs, and/or models with maps of the same area
- use relative terms of direction and distance (i.e., near/far, here/there, left/right)

Analyzing/Synthesizing/Evaluating

- draw conclusions about how one's own needs and others' needs are met within the community
- draw conclusions about how services/facilities accommodate one's needs and needs of others
- generate examples of ways to cooperate within one's own group as well as with other groups
- generate examples of ways to show appreciation and respect toward others and their needs

COMMUNICATION SKILLS

- express ideas orally, pictorially and/or through role playing (e.g., on how individuals and/or groups cooperate in own community)
- express ideas through individual and/or cooperative (teacher-student) writing of sentences and/or stories

PARTICIPATION SKILLS

- seek help when required
- willingly take turns in discussion and play
- behave courteously when working with others
- plan and carry out an activity aimed at promoting understanding and cooperation between individuals and/or groups

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- respect for the rights and opinions of others
- appreciation, respect and tolerance for other people's needs
- appreciation and respect for the community services/facilities
- empathy for the problems faced by individuals/groups as they attempt to meet their needs

GRADE 2

FOCUS: PEOPLE TODAY

TOPIC B — PEOPLE IN CANADA

This study focuses on the people in different Canadian communities and how these people meet their needs. Emphasis in the unit will be on homes, schools, occupations and recreation in each of three or more different communities (e.g., farm, town, inner city, fishing village, Indian reservation, suburb, acreage), their similarities and differences and the reasons why these exist. The intent of this study is to develop an understanding that people in Canadian communities have similar needs that may be met in a variety of ways.

QUESTIONS FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

How are Canadian communities alike? Different?
Why are Canadian communities alike in many ways?
Why are there some differences in the ways Canadian communities meet their needs?

KNOWLEDGE OBJECTIVES — The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION –**People in Canadian communities meet their needs in various ways.**

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Canada is a country of many communities.	community country	• name of own community, province and country • the words to "O Canada" • own home address • Canada has ten provinces and two territories (awareness level only)
There are similarities and differences in the way people in Canadian communities meet their needs.	similar different	• how needs are met in different communities – types of homes, schools, occupations and recreation that exist in each of the communities studied • how the land and the location of a community can affect how people fulfil their needs

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- use and interpret visual materials such as pictures, charts, films
- use the title of a book as a guide to content about specific communities
- acquire information to find answers to questions by reading
- distinguish between a story and a factual account about Canadian communities
- record information on an individual chart and/or class retrieval chart

Geography/Mapping

- locate own community on a globe and a map of Canada
- on a wall map of Canada, locate communities being studied
- locate features on a map, using a simple legend
- identify the cardinal directions of communities studied in relation to own community
- on a globe, identify that north is toward the North Pole and south is toward the South Pole
- determine distance on a map, using relative terms (i.e., near/far, here/there)

Analyzing/Synthesizing/Evaluating

- compare similarities and differences of communities studied
- analyze how physical environment affects the way people meet their needs
- draw conclusions about the similarities Canadian communities share

COMMUNICATION SKILLS

- express ideas orally on how people meet their needs in Canada giving consideration to content, audience, pronunciation, enunciation and use of social studies vocabulary
- write several sentences comparing how a need is met in two different Canadian communities

PARTICIPATION SKILLS

- make meaningful contributions to discussions, supporting ideas with facts and reasons
- participate cooperatively in group work
- behave courteously when working with others
- observe rules in group work
- offer encouragement and approval to those with whom you work

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- appreciation for the ways various Canadians live

GRADE 2

FOCUS: PEOPLE TODAY

TOPIC C — PEOPLE IN THE WORLD

The study focuses on people in different parts of the world and how they meet their needs. Emphasis will be on environment, homes, schools, occupations, recreation, food, and the language of the people of two or more communities from different countries. The intent of the unit is to develop an appreciation, understanding and respect for people in other parts of the world and how those people meet their basic needs. Use current resources to give an accurate portrayal.

QUESTIONS FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

How do people in other parts of the world meet their needs?
In what way do they meet their needs similar to the way we meet ours?
In what way do they meet their needs differently?
Why do people in different parts of the world meet their needs in different ways?
How can we show respect for people in other parts of the world?

KNOWLEDGE OBJECTIVES — The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION –**All people have similar needs but how these needs are met varies from place to place throughout the world.**

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Each country in the world is made up of many communities.	country world	• location of selected communities • communities in a country may be similar or different
There are similarities and differences in the way people in world communities meet their needs.	similarities differences	• how needs are met – types of homes, schools, occupations, and recreational facilities in each of the communities studied • the staple foods of the country • languages spoken
The environment affects the way needs are met.	environment	• how the environment affects the way needs are met
Respect for other people and their way of life is important.	respect	• ways of showing respect such as: – try to understand – want to learn about – accept differences

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- identify the main idea through listening and viewing
- acquire information to answer questions using a variety of sources (e.g., pictures, photographs, charts, films, books)
- classify and organize information on a chart about homes, food, occupations, schools, recreation, language and environment

Geography/Mapping

- recognize the globe as a model of the earth
- recognize that small objects and distances on maps in reality represent larger objects and distances
- distinguish between land and water symbols on globes and maps
- locate the country studied on a classroom map/globe relative to location of Canada

Analyzing/Synthesizing/Evaluating

- compare the places being studied with one's own
- draw conclusions about the effect of the environment on how needs are met
- draw conclusions about the similarities in the way people meet their needs
- generate ways to show respect for other people

COMMUNICATION SKILLS

- orally, share information giving consideration to content, vocabulary, pronunciation and enunciation (e.g., about a picture or model)
- compose a title for a story, paragraph and/or picture
- write a page of a diary, journal entry and/or keep a learning log
- express in writing, applying the skills of revising and editing by considering content, organization, vocabulary, sentence structure and mechanics

PARTICIPATION SKILLS

- work independently
- work cooperatively with a partner
- stay on task
- willingly take turns in discussions

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- appreciation, respect and tolerance for the people in different parts of the world and the variety of ways in which these people meet their needs

GRADE 3

FOCUS: COMMUNITIES

TOPIC A MY COMMUNITY IN THE PAST, PRESENT, AND FUTURE

Students will study the history of their own community and/or area from the past to the present by examining the changes that took place in the past, are taking place today, and predicting what changes may occur in the future. Throughout the study, emphasis will be on the contribution of individuals and groups to a community (past, present). Locally developed materials can be used, as well as having community members as resource people.

Because this is the students' first introduction to the study of history, it should contribute to the development of new interest and desire to partake in future historical studies. "Past", "present" and "future" are dealt with in terms of time as "before", "now" and "after", not as specific dates. **This unit is not intended to be an in-depth study.** The aim of the unit is to increase students' awareness of changes in their community.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:
How has our community changed? Why has our community changed?
What are the advantages and disadvantages of change in our community?
Why do communities change?
What can I do to contribute to the future I want for my community?
How would I like my community to be in the future?
In what ways can change be controlled?

Issue:
Should our community try to stay the way it is, or change (e.g., keep old buildings, maintain local schools, maintain same recreational areas, traffic patterns, shopping malls)?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION –**Changes in my community have taken place over time.**

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Changes in my community have taken place in the past, are taking place today, and may occur in the future.	community change past present future	• indefinite time concepts such as past, present, future, long ago, before, after • time and place relationships (setting) • what the community area was like before settlers came • the reasons for settling the area (e.g., land, natural resources, climate, opportunity)

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
		• changes in several of the following: food, shelter, clothing, transportation, communication, education, land use and/or inhabitants • causes and effects of change • positive and negative results of change
People in the community contribute to change.	contribution	• contributions of people in the community (past and present) • ways an individual/group can contribute to change

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- identify possible sources and location of information (e.g.,print, non-print, interviews, survey)
- acquire information by listening to or reading simple historical accounts
- collect information through direct observation in the community and by interviewing parents and/or community resource people
- identify the purpose, plan procedures, rules of behaviour, questions to be asked, and things to watch and listen for, during field studies and/or interviews
- examine the success of the planning and enactment of the field study or interview
- arrange events, facts and/or ideas in sequence

Geography/Mapping

- read and interpret map symbols on a map of local area
- locate one's own community in relation to others in Alberta, using a map of Alberta
- compare relative distances between communities (i.e., near/far)
- use cardinal directions
- make a simple map, with a legend, to show location of known places in community
- identify reasons for settlement and development by using pictures, aerial photographs and/or historical maps

Analyzing/Synthesizing/Evaluating

- compare information gained from two different sources to see it it is similar or different
- draw conclusions about community changes, past and present
- generate ways an individual can influence change
- identify and assess the choices an individual has, about whether to accept or reject change
- predict future changes in the community

COMMUNICATION SKILLS

- on a simple class timeline, record events in the community's history
- write a diary entry, journal entry and/or make an audio-tape recording (e.g.,about an important individual in your community's past, and/or predicting life in the future)
- draw or collect pictures of ways in which the community has changed or may change
- compose a title for a story, paragraph, picture, graph, map and/or chart

PARTICIPATION SKILLS

- make meaningful contributions to discussions, supporting ideas with facts and reasons
- participate in a small group discussion or activity by following established rules
- stay on task
- offer encouragement and approval to those with whom you work
- plan, carry out and evaluate an action that would contribute to the community (e.g., volunteer work, preserving some aspect of the community's past or initiating some change)

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- interest in local history
- appreciation for change
- self-competence; an individual can influence change

GRADE: 3

FOCUS: COMMUNITIES

TOPIC B: COMMUNITIES NEED EACH OTHER

The study focuses on the economic interdependence between Canadian communities. Students study their own community, as well as selected communities across Alberta and/or Canada, to become aware of some of the goods and services each community provides and that are exchanged between selected urban and/or rural communities in Canada. Although the unit focuses on interdependence, the word interdependence need not be used with students. The intent of this study is to develop an awareness of the need for exchange of goods and services between communities.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:
Why do communities exchange goods and services?
Why do different communities produce different goods? Provide different services?
What are the advantages and disadvantages to the exchange of goods and services?

Issues:
What factors should we consider when buying goods/services from other communities (i.e., distance, cost, availability, need)?
Should communities depend on each other for goods and services?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION –**Communities depend on each other for the exchange of goods and services.**

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
People have needs and wants.	wants	• difference between needs and wants
Goods produced and services available in one community (urban/rural) may be different from those goods produced or services available in other communities.	goods services urban rural	• difference between goods and services • goods produced in rural/urban communities • services available in rural/urban communities • influence of geographic factors (location, climate, type of land, resources available) on goods produced/services available • examples of communities established because of their ability to produce goods/provide services for others

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Goods and services are exchanged between communities.	exchange	• goods/services brought into rural/urban communities • ways goods are transported and services delivered • advantages of the exchange of goods and services such as: – convenience – variety – sharing of ideas – leads to new friendships – gives more free time • disadvantages of the exchange of goods and services such as: – competition – loss of farmland – resource depletion – air and water pollution – ecological damage

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- use and interpret pictures, charts, tables and graphs
- acquire information by surveying one's own home to find out where goods used by the family are made
- locate information by using title, table of contents, index, glossary, card catalogue and/or call numbers
- select pertinent information (main and supporting details) on a topic from materials heard, viewed or read

Geography/Mapping

- locate on a map and name own province and country
- on a simple map of Canada, locate selected communities under study
- on a globe, identify that north is toward the North Pole and south is toward the South Pole
- compare aerial photographs, pictures, and/or models with maps of the same area
- compare maps of the same area drawn to a different scale
- compare relative distances between communities under study
- read and interpret simple map legends on different kinds of maps
- on a map of Canada, illustrate the origin of goods used by one's own family
- sketch routes on a prepared map to show how goods travel between communities
- use computer programs related to mapping skills (where appropriate software and hardware is available)

Analyzing/Synthesizing/Evaluating

- classify examples of goods and services, needs and wants and/or goods produced in rural and urban communities
- summarize the advantages and disadvantages of the exchanges of goods/services
- draw conclusions about the positive and negative aspects of exchanging goods and services between communities

COMMUNICATION SKILLS

- record the findings of a survey on a simple bar or pictograph
- use maps, graphs, sketches and/or charts
- write a paragraph on the exchange of goods between two communities

PARTICIPATION SKILLS

- work independently on an assigned project
- participate cooperatively in group work after taking part in making the rules for group work
- accept the role of leader and follower, as the situation requires
- offer encouragement and approval to those with whom you work

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- appreciation for the exchange of goods and services between communities
- awareness of some of the problems associated with the exchange of goods and services
- appreciation for the role that the exchange of goods and services plays in students' lives

GRADE 3

FOCUS: COMMUNITIES

TOPIC C — SPECIAL COMMUNITIES

The study focuses on one or more communities in which people are attempting to perpetuate a distinctive lifestyle. The people may live in or belong to a culturally distinctive community. Communities selected for this multicultural study should be located in Alberta and/or Canada. One of the studies will focus on a contemporary Native community (Indian, Metis, Inuit). The intent of the unit is to develop an increased sensitivity to the cultures and lifestyles of other Canadians and an awareness that interaction with other people may bring about change.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:
How do people keep their customs and traditions?
Why do people keep their customs and traditions?
Can we keep our customs and traditions and still be members of a larger group?

Issue:
Should people keep their customs and traditions (e.g., language, celebration of holidays, traditional dress, traditional forms of shelter)?
Should we be concerned with others' feelings about change?
Should individual differences affect how people treat each other?
Should people in special communities be allowed to live as they want?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION **–Some people prefer to live in or belong to a special community so they can keep their customs and traditions.**

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
People keep their customs/traditions in similar ways.	customs/traditions	• ways people keep customs/traditions (e.g., holidays, language, religious practices, education, location, dress) • common customs/traditions (e.g., Canada Day, birthdays) • customs/traditions special to a particular group (e.g., Chinese New year, Sun Dance, Ukrainian Easter eggs) • reason for living in or belonging to a special group/community • contributions made by special groups (e.g., food, music, clothing, games, livelihood, attitudes, housing)

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
The customs/traditions kept by people may change.	change	• ways interaction may result in changes or pressures to change (e.g., media – radio, television, press – personal contact, occupation, mobility, telephone, schools) • how people in the selected community respond to change (accept, accommodate, reject)
Respect for people who live in or belong to a special community is important.	respect	• ways of showing respect such as: – try to understand – want to learn about – accept differences

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- identify possible sources and location of information (print, non-print, interviews, surveys, etc.)
- acquire information to answer questions through listening, viewing and reading
- acquire information by skimming materials to select specific information and/or supporting details
- distinguish between fictional stories and factual information about people in communities

Geography/Mapping

- read and interpret map symbols that represent places, boundaries and distances
- locate the communities under study relative to one's own community by reading and interpreting simple maps
- describe the location, using intercardinal directions (NW, SE, SW, NE)
- compare distance on a nearer, farther basis from one's own community to other communities studied

Analyzing/Synthesizing/Evaluating

- examine case study descriptions of communities to identify ways people perpetuate their lifestyle
- identify differences in perspectives (the way people see things) and underlying values of those people/individuals who may choose to change some specific of their lifestyle and those who desire to remain the same

COMMUNICATION SKILLS

- chart or draw a picture to show the contributions made to society by culturally distinctive groups
- orally, present information on a community, giving consideration to content, audiences, social studies vocabulary, pronunciation and enunciation
- present information in written form, applying the skills of revising and editing by considering content, organization, vocabulary, sentence structure and mechanics

PARTICIPATION SKILLS

- observe established group or class rules
- participate cooperatively in group work and class discussions by contributing ideas
- plan and carry out an action that would show an appreciation of someone else's way of maintaining a tradition

ATTITUDE OBJECTIVES The student will be encouraged to develop :

- respect, for someone's opinion and viewpoint
- appreciation, understanding and tolerance of people who maintain a distinctive lifestyle
- appreciation of the contributions made to society by culturally distinctive groups
- understanding of the forces that temper change in a distinctive community

GRADE 4

FOCUS: ALBERTA

TOPIC A — ALBERTA: ITS GEOGRAPHY AND PEOPLE

This unit focuses on the geography of Alberta; the regions and natural resources. Throughout the unit, emphasis is placed on the interrelationships between people and their environment as well as the impact people have on their environment. How natural resources are used and the resulting impact on Albertans and the environment are examined. Choose two natural resources (e.g., oil, water, forests, coal, land); one renewable and one non-renewable resource, for an in-depth study. The intent of the unit is to develop an increased sensitivity to the importance of using natural resources wisely.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:
How do Albertans make use of their natural resources?
What is the effect of technology on the location, development and use of natural resources?
Do the natural resources in Alberta supply all our needs?
How does our way of using natural resources affect/influence our environment?
Are we conserving our resources for future generations?

Issues:
Should people make major changes in their physical environment to meet their needs?
Should resource development be allowed regardless of location or previous designation of land use (e.g., provincial park, agricultural land, reserve, archaeological reserve, historical site, wildlife sanctuary)?
How should we use natural resources in ways that best benefit Albertans and others?
Should we use our natural resources without limitations?

KNOWLEDGE OBJECTIVES — The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION – **The availability and use of natural resources affects people and their environment.**

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
The environment can affect the way people live.	environment	• geographic regions of Alberta (mountains, foothills, plains, lowlands and rivers/lakes) with emphasis on the natural resources specific to each region • the ways in which the environment (climate, landforms) affects people and the way they live (for example, because Southern Alberta is dry and flat, sheep and cattle ranching predominate)

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
		• the natural and man-made components of the environment (e.g., natural: rivers, forests, water; man-made: dams, buildings, roads)
Our way of life and our environment are affected by the presence and use of natural resources.	natural resources renewable resources non-renewable resources	• natural resources available in Alberta (land, water, fossil fuels, animals, forests, minerals) • difference between a renewable and a non-renewable resource • people modify and change the environment according to their needs (e.g., the construction of roads) • ways in which natural resources affect people and the way they live (e.g., oil industry in Fort McMurray provides jobs, so people move there) • changes in technology can affect our use of natural resources (e.g., pipelines can transport oil and gas to markets much quicker than other means)
Conservation is important to Alberta's future.	conservation	• reasons for conservation • ways to conserve our natural resources and protect our environment, such as: – walk to the store instead of using the car – turn off the lights when leaving a room – use appropriate receptacles for garbage

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- identify possible sources of information (print, non-print, interviews, survey, etc.)
- locate information, using library skills to choose appropriate resources for research
  - find different categories of books according to the Dewey Decimal System
  - use a card catalogue to find call numbers
  - use call numbers to find resources
  - use the card catalogue to learn that a book is listed three ways – by subject, by author and by title
  - use files to obtain pamphlets, pictures, clippings, etc.
  - use table of contents, index, glossary
- select pertinent information from newspapers, magazines and pamphlets
- acquire information by reading to find the main idea and supporting details
- acquire information and draw inferences from pictorial resources (pictures, graphs, charts)
- gather information by conducting a survey of opinions on conservation of Alberta's resources

- organize information through the use of pictures, charts, graphs and reports accompanied by a title
- interpret the relationships and draw inferences from graphs, tables, charts
- use computer programs to assist in the study of specific content areas (where appropriate software and hardware are available)

Geography/Mapping

- use and interpret aerial photographs and maps of Alberta
- describe the location, using cardinal and intercardinal directions
- locate and describe major geographical regions and specific geographical features such as lakes, rivers, cities and mountains
- use maps of different scales and themes (e.g., natural resources) in an atlas
- make an outline map of Alberta accompanied by developed symbols and legend showing major cities, mountains and main rivers
- orient desk outline, textbook and atlas maps correctly to the north
- compare distances in kilometres to places under study
- use colour contour and visual relief maps to visualize the nature of the areas shown

Analyzing/Synthesizing/Evaluating

- analyze how changes in technology can affect our use of natural resources
- analyze how the use of a natural resource can affect the rest of the environment
- predict the consequences of misusing natural resources
- compare and contrast points of view and underlying values; e.g., about how Alberta's resources are used
- draw conclusions about the use of renewable and non-renewable resources

COMMUNICATION SKILLS

- use simple illustrations, charts and graphs to support written work (two to four sentence paragraphs)
- use an illustration (e.g., cartoon, poster) to show how natural resources are used, or the importance of conservation
- organize information on a topic using a simple outline, webbing, retrieval chart, etc.
- in a final written product, apply the skills of revising and editing by considering content, organization, vocabulary, sentence structure and mechanics of writing

PARTICIPATION SKILLS

- make meaningful contributions to discussions, supporting ideas with facts and reasons
- participate in a small group discussion or activity by following established rules
- cooperate and compromise to solve group problems
- plan, carry out and evaluate an action aimed to demonstrate conservation

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- appreciation of the impact that people can make on the environment
- concern for the needs of future Albertans
- appreciation of and pride in the beauty of the natural environment
- cooperation in efforts to conserve
- respect for someone's opinion, viewpoint and property

GRADE: 4

FOCUS: ALBERTA

TOPIC B: ALBERTA: ITS PEOPLE IN HISTORY

This unit focuses on the people who have contributed to Alberta's history and development, beginning with the original inhabitants, and tracing the people in Alberta's history. It focuses on the lives of Albertans through the following case studies:

A Native community, a fur trading settlement, and one or more of the following:

- a homestead settlement (1890 - 1939)
- immigration of a specific group, or immigration into a specific area (1880-1930)
- the Great Depression (1929 - 1939)
- W.W. II (1939-1945)
- boom years (1947 -)

The intent of this study is to show students that a changing world often results in a changing lifestyle.

The approach of selecting specific people and/or events for an in-depth historical study is intended to develop an interest in and an appreciation of people and events in history. It is not a chronological political history.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:

How have changes and challenges caused Albertans to adjust their lifestyle?
How have Albertans adjusted their lifestyles to meet changes and challenges?
What was the Native people's way of life before the coming of the Europeans?
How did the Europeans influence the Native people's way of life (livelihood, family life and political structure)? How did the Natives influence the European's way of life?
*How did the waves of immigration influence Albertans?
*What implication did the depression have for the people of Alberta?
*How did the war years affect family life, employment, leisure, education and supply of goods?
*What impact did the influx of homesteaders have on Alberta? (e.g., Why did they come? What did they bring? How did they influence the lifestyle of Albertans? What was their contribution to the province?)
*How did the boom years affect Albertans?

(*As applicable to topics chosen for an in-depth study.)

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION –**People and events in the history of Alberta have affected each other, and development and settlement.**

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
The contact between the Natives, the fur traders and the settlers in Alberta's history brought changes to their lifestyles.	lifestyle history	• the Native lifestyles before European influence • how the fur traders and settlers brought about change to the Native people's lifestyle (e.g., by introducing Christianity, technology and law enforcement, by killing buffalo, by building fences, immigration, by the introduction of alcohol and by the signing of treaties)

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
		• how the Natives affected the lifestyle of the traders and settlers (e.g., food, hunting practices, transportation)
Albertans have been affected and challenged by historical events.	*immigration *depression *settlement (* As applicable to topics chosen for an in-depth study.)	• the lifestyle of the Albertans of the period studied and the agents that affected their lifestyle (e.g., agriculture, church, depression, wars, industry) * the changes effected by settlement and immigration (e.g., cultural groups settling in one area, building of new towns, railroad expansion, learning a new language, cultivating the land, rural to urban, expansion of a market and the availability of goods, cooperation with other cultural groups) * what the Great Depression was and its effect on the lives of the people of Alberta, in urban and rural centres * what World War II was and how it affected the lives of Albertans * what the boom years were and how the boom years affected the lifestyle of Albertans * what changes Albertans had to make to their lifestyle in order to cope with conditions during the war, depression, settlements, boom years (* As applicable to topics chosen for an in-depth study.)
Albertans throughout the history of Alberta have contributed to its development.	contribution	• how people and groups of people contributed to the development of Alberta, such as: – different groups of people worked together in a team effort – shared knowledge with others; e.g., about medicine, food, transportation, hunting – cleared land and established farmsteads – built railways, towns – defended our country – contributions of individuals

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- acquire information by reading, viewing and listening to identify the main idea and supporting details

- gather information by:
  - identifying the sequence of ideas or events
  - identifying time and place relationships (setting)
  - identifying cause-effect relationships
  - using definite time concepts such as decade and century
  - calculating the length of time between two given dates
- acquire information by conducting an interview and/or field study to make use of community resources (e.g., museum, senior citizens' home)
  - use planned procedures
  - record and summarize information from the interview/field study
  - assess the success of the planning and enactment of the field study and/or interview
- organize information by classifying pictures, facts and events under main headings/ categories
- organize information by arranging events in chronological order (e.g., time line in order to establish a framework)

Geography/Mapping

- use historical maps and map legends to locate the territories occupied by different Indian tribes, major fur trading posts and communities under study
- give possible reasons for the location of the major fur trading posts, fur trade routes, railroads, settlements (towns, cities)

Analyzing/Synthesizing/Evaluating

- compare and contrast the changes faced by several of the following: Natives, the fur traders, settlers, the people living during the depression and the war years
- identify how events in Alberta's history affected the lifestyle of Albertans

COMMUNICATION SKILLS

- orally present information on a period of Alberta's history, based on prepared notes and supported by pictorial materials giving consideration to the given audience, use of social studies terms, content and organization
- express ideas in sentence and/or paragraph form on how change has affected the lifestyle of Albertans, supporting main idea with appropriate detail
- role play a historical event or show Albertans' adjustment to a changing lifestyle
- write a page of a diary or journal entry, or present information on an audio tape recording

PARTICIPATION SKILLS

- participate cooperatively in group work by helping to make the rules, divide up the tasks, assign jobs and evaluate the group's performance
- accept the roles of leader and/or follower, as the situation requires
- plan and carry out an action that shows appreciation for a person/group of people in Alberta's history

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- appreciation of the contributions made by the many people/groups in Alberta's history
- appreciation of and tolerance toward the decisions made by Albertans in different times and under different circumstances

GRADE: 4

FOCUS: ALBERTA

TOPIC C ALBERTA: A COMPARATIVE STUDY WITH QUEBEC

This unit focuses on the similarities between Alberta and Quebec. Geography, resources, occupations, leisure activities, language and customs will be compared in the study, but the main emphasis is on people. The links that exist between the provinces as well as the contributions of Albertans and Quebecois to the Canadian way of life are examined. Quebec was chosen to provide a comparative study of an area where there are some aspects of culture and language that are different from Alberta. The intent of the unit is to develop an awareness of Canada as a bilingual country and to develop understanding, appreciation and increased sensitivity to another region of Canada that has similarities and differences.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:
What are the similarities in Albertans' and Quebecois' lifestyle? Differences?
Why are there differences in language, customs and lifestyle?
How do these differences enrich the lives of Albertans? Quebecois?
What can we learn from one another?
What can we share with each other?
What changes would a family have to make moving from one province to another?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION –**There are similarities and differences in the way people in Alberta and Quebec live.**

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
There are similarities and differences in Alberta's and Quebec's geography and lifestyle.	geography lifestyle	• the major geographic regions and natural resources of Alberta and Quebec • the major leisure activities, language, occupations, customs and traditions of Albertans and Quebecois • symbols of two provinces (e.g., flags, crests, official flowers, birds) • the similarities and differences in lifestyle between Albertans and Quebecois • links between Alberta and Quebec such as language, sports, tourism, music, being Canadian • some of the ways that people maintain culturally distinct lifestyles (food, dress, holidays, language, recreation, religion, music)

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Canada is a bilingual country.	bilingual	• the major language of Quebec is French and the major language of Alberta is English • official languages of Canada are English and French • words to "O Canada" in French • advantages of knowing more than one language
The Quebecois and Albertans have contributed to the Canadian way of life.	contributions	• some of the contributions made (e.g., music, food, games, sport, clothing, art, literature, entertainment, technology)

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- acquire information by selecting and using books appropriate for the purpose (texts, encyclopedias, reference books, atlases, etc.)
- locate information in an encyclopedia by using key words, letters on volume, index and cross-references
- organize information by classifying pictures and/or facts under main headings/categories
- integrate and organize the information gained from previous experience and from listening and viewing, with that gained from books, magazines, newspapers and pamphlets
- record information on graphs and/or charts, comparing the physical geography, resources, occupations, leisure activities, language, customs and/or traditions
- use computer programs (where appropriate software and hardware is available)
  - to assist in the study of specific content areas
  - to simulate situations impractical to reproduce in the classroom
  - to write a paragraph

Geography/Mapping

- read, use and interpret different map legends and symbols (e.g., abbreviations commonly found on maps and globes)
- compare maps of the same area drawn with different scales
- make comparisons between the two provinces using maps of same scale
- using maps of Canada, find Alberta's location relative to Quebec and the other provinces
- on maps and globes, locate one's own community, province, country and other communities being studied
- identify on a map projection that north is toward the North Pole and south is toward the South Pole
- identify cardinal and intercardinal directions, using the direction finder (e.g., north arrow on a map)

Analyzing/Synthesizing/Evaluating

- draw conclusions about the similarities and differences between Alberta and Quebec
- predict the changes in lifestyle an individual may have to make to adapt to a move from Alberta to Quebec and/or from Quebec to Alberta
- draw conclusions on how one might maintain one's individual lifestyle while adapting to a new community

COMMUNICATION SKILLS

- take notes in point form collected from various sources
- orally present information on a specific topic giving consideration to pronunciation, enunciation, content and organization
- make a table of contents to organize the unit
- role play, showing adapting to a move from one province to another
- in one or more paragraphs, express ideas on the similarities and differences between Alberta and Quebec

PARTICIPATION SKILLS

- demonstrate respect for the rights and opinions of others
- contribute to the various functions of group work as recorder, reporter, leader
- observe the courtesies of group discussion, such as speaking in turn and using appropriate tone
- accept and abide by the decision of the group or share and defend a different point of view
- learn from criticism and suggestion; and give constructive criticism and suggestions

ATTITUDE OBJECTIVES The student will be encouraged to develop :

- appreciation for the many similarities and differences shared by Canadians
- appreciation of the value of understanding two or more languages
- respect for someone else's opinion, viewpoint or language
- appreciation for the bilingual nature of Canada

GRADE: 5

FOCUS: CANADA

TOPIC A — CANADA: ITS GEOGRAPHY AND PEOPLE

The unit focuses on the human and physical geography of Canada. The study includes people in Canada; where they live; how they make their living and how they relate to their environment (climate, vegetation, natural resources, physical features, land use). The intent of the unit is to develop an awareness of the diversity in Canada's physical geography and an understanding of the role geography plays in determining where and how Canadians live.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:
How do Canadians use their land and natural resources?
How does the Canadian environment affect the choices Canadians make in their lifestyle?
How does the environment affect us as individuals?
Do we have a choice in the way we adjust to our environment?
How do we change our environment?

Issues:
How should Canadians be altering their environment?
How should Canadians adapt to a changing environment (e.g., resource depletion, pollution, economic conditions, population distribution)?

KNOWLEDGE OBJECTIVES — The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION –**The environment plays a major role in determining where and how people in Canada live.**

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Canada has distinct physical regions and political divisions.	physical regions political divisions	• major distinctive characteristics of physical regions and political divisions • difference between physical regions and political divisions • difference among continents, countries, provinces and territories • the location of Canada on the earth's surface (hemisphere, continent, oceans) • the name of the provinces, territories and their capitals • vegetation patterns, climate and soil zones related to latitude

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Canadians modify and adapt to natural settings in ways that affect their lifestyle and environment.	lifestyle environment	• examples of how Canadians modify and adapt to their environment • the relationship between natural resources and occupations • the relationship between population distribution and transportation • how the physical features of a region affect natural resources, occupations, population distribution and transportation

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- identify possible sources and location of information (print, non-print, interviews, surveys, etc.)
- acquire information (main ideas and supporting facts) on a specific topic by reading, skimming, listening and viewing
- gather information by interpreting relationships and drawing inferences from graphs, tables, charts, pictures, atlases
- organize information by using different types of graphs, charts and/or diagrams
- use computer programs (where appropriate software and hardware are available)
  - to assist in the study of specific content areas
  - to simulate situations impractical to reproduce in the classroom
  - to write a paragraph or report

Geography/Mapping

- locate places, using an atlas
- identify, locate and label on a map:
  - Canada in the world
  - Canada in North America
  - capital cities, provinces and territories of Canada
  - physical regions of Canada
- read and interpret maps/legends of Canada showing:
  - political divisions
  - physical features (mountain ranges, Great Lakes, seaway and major rivers)
  - major natural resources within region
  - population distribution
  - transportation routes
- identify on a globe and on a map of the world the continents and major bodies of water
- choose the best map for a specific purpose, recognizing that there are many kinds of maps for different purposes
- use latitude to locate places on a wall map
- compare maps of different areas to show that smaller scales must be used to map larger areas
- orient outline, textbook and atlas maps correctly to the north
- in kilometres, compare distances to places under study
- study colour contour and visual relief maps and visualize the nature of the areas shown

Analyzing/Synthesizing/Evaluating

- draw conclusions about how the characteristics of a physical region affect natural resources, occupations, population distribution and transportation
- analyze case studies of how Canadians have modified and/or adapted to the environment
- from physical geography and latitude, infer human activities and ways of living

COMMUNICATION SKILLS

- summarize information from a variety of sources by writing two or more well-organized paragraphs, supporting main idea(s) with appropriate details
- collect and organize information on a clearly defined topic, using a simple outline, webbing, etc.
- illustrate the choices Canadians have in adapting to change in their environment

PARTICIPATION SKILLS

- demonstrate respect for the rights and opinions of others
- cooperate and compromise to solve group problems
- make meaningful contributions to discussions, supporting ideas with facts and reasons
- plan, carry out and evaluate an action that shows responsible use of the environment

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- appreciation for how the environment affects the way Canadians live, and how an individual can affect the environment
- concern for the future of Canada's natural resources
- objectivity for how Canadians have changed their environment
- respect for someone else's viewpoint or opinion

GRADE: 5

FOCUS: CANADA

TOPIC B: EARLY CANADA: EXPLORATION AND SETTLEMENT

Students investigate some of the historical events and issues relating to the discovery, exploration and settlement of New France and the Hudson Bay area. Major emphasis should be placed on the intercultural contact that occurred among Natives, explorers, missionaries and settlers in these two areas.

The Native groups to be studied should include examples from Eastern Canada with whom the French and English interacted during this time. Explorers studied should include Cabot, Cartier, Champlain, Hudson, Frobisher, Kelsey, Radisson and Groseilliers. The study should focus on the French settlers in New France and the English settlers in the Hudson Bay area. The intent of the study is to develop an understanding of the intercultural contact between Europeans and the Natives and to develop an awareness of the origin of the bilingual nature of Canada. It should also develop an appreciation and an interest in our Canadian heritage as well as an understanding of how learning from history can help us better understand Canada today. This topic is not a chronological study of Canadian history; rather, it is a selected study of several events with an emphasis on the people of that time period (a social history up to 1800's). Political history will be a topic of study in Grade 8.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:
Why did people become explorers? What were the reasons for exploration?
How did topography influence exploration? Settlement?
How and why did the Natives contribute to exploration and settlement?
How and why did the Natives oppose settlement?
How did the Natives, explorers, missionaries, fur traders and settlers in Canada's early history affect each other?
How did the history of New France and the fur trade in the Hudson Bay area determine the way Canada is today?

Issues:
How should we treat newcomers?
Should people try to influence each other?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION –**Exploration and settlement cause groups to have influence on each other, resulting in changes in the way people live.**

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Contact between people in Canada's early history prior to and during exploration and settlement brought changes to their lives.	history exploration settlement	• lifestyles of Native groups such as Algonquin, Huron, Iroquois and Cree prior to settlement • contact between Native groups resulted in advantages and disadvantages for each group

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
		• reasons for exploration • lifestyles of the explorers • reasons for settlement • lifestyle in the settlements in the Hudson Bay area (fur traders) and in New France (settlers, seigneurs, fur traders, missionaries) • the way physical features (e.g., landforms, waterways, climate) influenced discoveries, exploration and settlement of Canada • problems faced by the Natives, explorers, missionaries and settlers in the initial settlement era
Contact between people in Canada's early history resulted frequently in competition, cooperation and conflict.	competition cooperation conflict	• contact between Natives and Europeans (e.g., explorers, settlers, missionaries) resulted in advantages and disadvantages for each group (cooperation, competition, conflict) • the role of competition in the fur trade (Hudson Bay Company and Northwest Company)
Our history contributed to shaping Canada into a bilingual nation.	bilingual	• awareness of the origins of the bilingual nature of Canada

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- distinguish between fact and fiction
- acquire information by reading history books, facsimiles of historical documents, and historical fiction
- gather information by using library skills to locate and choose resources (dictionaries, encyclopedias, reference books, atlases, etc.,) appropriate to the purpose by using:
  - Dewey Decimal System
  - card catalogue and call numbers
  - table of contents, index, glossary
  - picture/pamphlet file
  - key words, letters on volume, index and cross-references in an encyclopedia
- gather information by:
  - identifying time and place relationships (settings)
  - identifying cause-effect relationships
  - calculating the length of time between two given dates
  - using definite time concepts such as decade, century
- classify pictures, facts and events under main headings and in categories
- arrange historical events, facts and ideas in sequence
- on a simple time line, record dates and events showing the exploration and settlement period

Geography/Mapping

- interpret historical maps showing European voyages of discovery and the location of early English and French settlements in Canada
- make a simple map with accompanying legend to show a specific area
- use maps and globe to explain how geographic relationships and settings have influenced historical events (e.g., direction of river flow affected voyages of exploration)

Analyzing/Synthesizing/Evaluating

- identify the different perspectives and reasons for the different perspectives of the Natives, settlers and other groups on issues
- draw conclusions on how contact between people brought changes to their lives
- create a set of guidelines for behaviour of groups of strangers when they interact

COMMUNICATION SKILLS

- write a summary of main points and/or supporting points encountered in oral, written or viewed presentations
- role play historical situations involving interaction between groups of people and/or role play applying the guidelines developed for interaction when groups of people meet
- orally present information using prepared notes describing conflict and cooperation in Canadian history, recognizing main ideas and sequencing
- write a page of a diary, journal entry, letter, biography or autobiography, imagining they are Natives, explorers, settlers, and/or missionaries communicating their feelings and relating some events from that time
- make a simple table of contents to organize unit
- in a final product, apply the skills of revising and editing by considering content, organization, vocabulary, sentence structure and mechanics of writing

PARTICIPATION SKILLS

- accept and abide by the decision of the class or group or share and defend a different point of view
- learn from criticism and suggestion; and give constructive criticism and suggestions
- participate in a small group discussion or activity by following established rules
- accept the role of leader and follower as the situation requires

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- appreciation for the accomplishments of the Natives, explorers, settlers, missionaries and fur traders in shaping Canada
- objectivity by demonstrating an ability to examine problems from more than one perspective
- appreciation for the history of our country
- pride in one's country
- appreciation for the bilingual nature of Canada.

GRADE 5

FOCUS: CANADA

TOPIC C CANADA'S LINKS WITH OTHER COUNTRIES

Students examine how Canada is linked to England, France and United States. Links such as language, values and beliefs, trade, communication, leisure activities and fine arts exist between Canada and each of these countries. After a brief examination of the links that existed in the exploration and settlement periods, students will focus on an in-depth examination of several links that exist today. The intent of the study is to develop an understanding of how other countries have influenced and continue to influence our way of life.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:
What linked England and France with Canada and the United States in the exploration and settlement period?
What links exist between Canada and the other countries?
How has the interaction between Canada and the other countries affected our way of life?

Issue:
Should we strengthen or lessen our links with other countries?
How should Canada interact with other countries (e.g., trade, media, sports)?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION – **The links established through interaction with other countries influence the way Canadians live.**

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Exploration and settlement of different areas of North America resulted in links being established with England and France.	links	• regions explored and settled by the English and French in North America • reasons for exploration and settlement – profit – expansion/land claims – trade – competition for land/riches • links that existed between England and the regions settled; and between France and the regions settled such as: – language – exchange of goods and services – exchange of ideas (values/beliefs) – food – clothing – crafts/leisure

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Interaction between Canada and other countries (United States, France, England) influences our way of life.	interaction influence	• links that exist, such as: – language – exchange of goods and services – exchange of ideas (values/beliefs) – fine arts (movies, music, art) – food – clothing – sports – media – leisure – tourism (select several links to examine how interaction with other countries (United States, France, England) has influenced our way of life)
There are advantages and disadvantages to interaction with other countries.		• benefits derived through interaction such as: – sharing of ideas – sharing of technology – meet to discuss problems – cooperate on projects – plan activities – greater variety of choices • disadvantages of interaction, such as: – becoming too dependent on others for ideas, goods and services – increasing uniformity and lessening diversity

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- recognize the differences in purpose and coverage, and select pertinent information from different magazines, newspapers, pamphlets and/or television
- identify which source of information is more acceptable, stating reasons for choice
- gather information by conducting an interview or survey
  - plan procedures, rules of behaviour, questions to be asked and/or things to listen for when conducting a survey/interview
  - record, summarize, and evaluate information collected
  - draw inferences from information collected
  - evaluate the planning and enactment of the survey
- compare information on a topic drawn from two or more sources to recognize agreement or contradiction
- distinguish between fact and fiction
- organize information gathered in a chart and/or graph.

Geography/Mapping

- use symbols, legends and common abbreviations in an atlas, to locate places under study
- identify, locate and label England, France and United States relative to Canada on different types of maps
- plot information on maps, such as areas of exploration and settlement
- use maps and globes to explain geographic setting of historical and current events
- gather information about the same area/country using two or more different maps

Analyzing/Synthesizing/Evaluating

- analyze how our lives are influenced by Canada's interaction with a specific country
- identify how England, France and the United States have contributed to our way of life
- draw conclusions about the advantages and disadvantages of interacting with other countries

COMMUNICATION SKILLS

- complete a simple outline as a data gathering procedure
- take notes in point form using various sources; oral, written or viewed presentations
- write a simple report from notes and/or a student and teacher generated outline
- write an editorial stating a point of view on our links with another country

PARTICIPATION SKILLS

- contribute to various functions of group work as recorder, spokesperson, leader
- observe the courtesies of group discussion, such as speaking in turn and using appropriate tone
- distinguish between work that can be done most effectively by individuals and that which calls for group work
- take part in making the rules for group work

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- appreciation for how Canada's interaction with the United States, England and France has contributed to and affected our way of life.

GRADE: 6

FOCUS: MEETING HUMAN NEEDS

TOPIC A — LOCAL GOVERNMENT

The study focuses on the involvement of the individual at the different levels of government and an awareness of the needs met by the local, provincial and federal governments. The emphasis will be on local government as well as other examples of municipal governments in Alberta. The major emphasis should be placed on the rights of citizens and their responsibilities to others when exercising those rights. The intent of this study is to develop an understanding of how individual and societal needs are met by local government, as well as to become aware of an individual's role as a responsible citizen.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:
What are basic human needs? Your needs? How can a government help meet these?
Which of your needs are being met by local government?
How can I be actively involved in local government, as a student and as an adult (e.g., student government in school)?
What current issue is being debated locally? How can our local government resolve it?

Issues:
How well is the local government meeting your needs (e.g., water supply, mosquito control, school, library, police, fire department, rapid transit, disaster services)?
How much responsibility should local government assume for satisfying the needs of citizens (e.g., recreation facilities, schools, library, police, fire, telephones, transportation)?
Why should we become involved in local government?
Should children have the same rights and responsibilities as adults?
Should Canadians be forced to vote in elections?

KNOWLEDGE OBJECTIVES — The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION –**An individual has responsibilities and rights as a citizen, which begin at the local level.**

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
Canadians organize themselves through three levels of government to meet some of their needs.	needs government	• levels of government; local, provincial and federal • leaders of the provincial and federal governments • difference between needs met by families and by governments (public services); e.g., schools, libraries, swimming pools • differences in needs met by the local, provincial and federal governments

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
		• how people organize themselves at the local level to meet needs not met by the governments (e.g., form a wheelchair basketball club, build a church, print a local newspaper, form a hockey club, build a cultural centre) • political decisions form basis of by-laws and laws • how governments raise money to meet needs
The major responsibility of a local government is to deal with issues and concerns of the local community.	local government	• needs of individuals met by local government (e.g., police and fire protection, roads, schools, libraries, water and sanitation, parks and recreation) • ways local government resolves issues (e.g., surveys, consulting, by-laws, taxes) • different positions and roles of officials in a local government • how individuals can contribute to and participate in local government by voting, attending meetings, initiating or supporting petitions
In a democracy, citizens have rights and responsibilities.	democracy rights responsibilities lobby groups	• democracy allows and needs people to take part in government (voting, petitions, meetings, special interest (lobby) groups) • the election process operates at all levels of government • differences between rights and responsibilities of citizens (e.g., right: freedom of speech; responsibility: obeying laws, paying taxes) • lobby groups can exert power on elected officials and influence decisions (e.g., petition, write letters, meetings) • some of the difficulties faced by political representatives in trying to provide appropriate levels of service (e.g., making unpopular decisions, taking a stand on controversial issues)

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- identify possible sources and identify which source of information is more acceptable, stating reasons for choice

- acquire information from a variety of sources; newspapers, news broadcasts, magazines, and pamphlets recognizing the differences in purpose and coverage
- distinguish between fact and opinion
- gather information through interviews, field studies or surveys
  - plan procedures, rules of behaviour, questions to be asked, and things to watch/listen for on a field study, survey and/or interview
  - evaluate the planning and enactment of the field study, survey and/or interview
  - record, summarize and evaluate information from field study, survey and/or interview
- organize information gathered into a chart, diagram or graph

Geography/Mapping

- on a map of Canada, locate the site of own local government, twelve provincial/territorial governments and Canada's federal government
- on a map, locate the boundaries of own local, provincial and federal jurisdictions
- compare maps of different areas to show that smaller scales must be used to map larger areas
- compute the distances between points on maps of different scale

Analyzing/Synthesizing/Evaluating

- analyze examples of how lobby groups influence government decisions
- analyze how government action can affect the people, both positively and negatively (e.g., saves public money, reduces service to some people)
- analyze examples of how well local government is meeting needs
- draw conclusions about rights and responsibilities of citizens

COMMUNICATION SKILLS

- take notes on an oral presentation (e.g., interview, speech, film)
- summarize information from a variety of sources
- use prepared notes in presenting an oral report (e.g., responsible citizenship) recognizing the use of main idea and sequencing
- write a simple report from notes and/or a student and teacher generated outline; support main ideas with appropriate detail

PARTICIPATION SKILLS

- demonstrate respect for the rights and opinions of others
- participate in a small group discussion or activity by following established rules
- debate a local concern by using parliamentary procedures
- participate in a simulation of the parliamentary procedure (e.g., a simulation of a concern resulting in passage of by-law)
- plan, carry out and evaluate an action that would demonstrate responsible citizenship

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- self-confidence, by being able to participate effectively in classroom and school decision-making processes and by being able to offer constructive criticism
- respect for the democratic process as a means to meet needs
- respect for opinions and rights of others
- responsibility for one's own actions
- satisfaction in exercising one's role as a citizen
- appreciation and respect for the efforts of political representatives

GRADE: 6 **FOCUS: MEETING HUMAN NEEDS**

TOPIC B: GREECE: AN ANCIENT CIVILIZATION

The study focuses on Greece, an ancient civilization that has affected our modern Western civilization. The various types of basic human needs, such as physical (food, shelter), social (communicating with others, social order) and psychological needs (development of personal talents, religious beliefs) are examined in terms of how they created issues and the need for decision making by individuals and groups in Greece. The intent of this study is to develop understanding and appreciation for how people in ancient civilizations met their basic needs and how learning from history can be applied to our understanding of the fundamental roots of Western civilization.

Teachers interested in doing a comparative study with Greece can choose one or more of the following civilizations: Roman, Egyptian or Aztec.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:
How was society organized to meet the basic needs of people?
What can we learn about meeting basic needs by studying the Ancient Greek society?
Why was the Ancient Greek society organized as it was (e.g., class structure, city-states)?
How have Greek values, beliefs and ideas affected our Western civilization (e.g., Olympics, architecture, geometry, idea of democracy)?
Was the Ancient Greek society organized in an effective manner?

Issues:
Should organizational practices of the past be used today (class structure, democratic practice)?

KNOWLEDGE OBJECTIVES The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION –**The ways in which physical, social and psychological needs are met have varied over time and from place to place.**

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
All people have similar physical, social and psychological needs.	physical needs social needs psychological needs	• physical needs – needs related to the body • social needs – needs related to people living together • psychological needs – needs related to the mind

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
In the Ancient Greek civilization, environment, beliefs, values and class structure affected how an individual's needs were met.	environment beliefs/values class structure	• the role of historians and archaeologists in helping us to learn about ancient civilizations (artifacts, recording information, history books) • awareness of chronology, B.C. and A.D.; that time is measured from the birth of Christ • how the environment affected the way in which basic needs were met (climate and geography affected the foods available and the materials available for clothing, shelter and transportation) and how the people in turn affected their environment (ways they changed their environment — building cities, using plant and animal resources) • some important values and beliefs on which life was based (democracy, class structure, religion) • some important values, religious beliefs and customs and how they affected everyday life (government, holy days/ festivals, art/literature) • the class structure and the relationships between the class structure and the equality/inequality that existed in terms of satisfying needs (some people did not have the opportunity to meet their basic needs)
Greek values, beliefs and ideas have affected the Western civilization.	civilization	• ways that Greek values, beliefs and ideas have affected Western civilization, such as: – idea of democracy – geometry – architecture – Olympics

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- locate information on each topic or question researched, using more than one source
- select pertinent information (main ideas and supporting facts) by reading history books, myths, legends, historical maps and historical fiction
- choose books appropriate for the purpose, including dictionaries, encyclopedias, reference books, atlases

- locate information in an encyclopedia by using key words, letters on volume, index and cross-reference
- use computer programs (where appropriate software and hardware are available)
  - to collect and organize information using a data base
  - to write a paragraph or report
- distinguish between fact and fiction (historical fiction)
- classify events, facts and ideas in sequence
- on a simple time line, record the period of civilization(s) under study
- classify pictures, facts or events under main headings and categories

Geography/Mapping

- use the latitude-longitude grid system on a simple world map or globe to locate the civilization(s) under study
- use maps and globes to explain geographic setting of Greece
- infer human activities and way of living from physical detail and from latitude
- recognize that there are many kinds of maps for different purposes, and choose the best map for a specific purpose

Analyzing/Synthesizing/Evaluating

- compare and contrast the ways the early civilization(s) met basic needs with the ways present society meets them
- assess the extent to which the individual could make personal decisions about satisfying needs in the civilization(s) under study
- analyze how the values, ideas and beliefs of the Greek civilization affect us today

COMMUNICATION SKILLS

- write a summary of main points encountered in oral, written or viewed presentation
- collect information on a clearly defined topic and organize the information into a short report
- share ideas about the Greeks through drama or role playing
- write a fictional story, using historical events

PARTICIPATION SKILLS

- accept and abide by the decision of the group or share and defend a different point of view
- profit from criticism and suggestion; and give constructive criticism and suggestions
- cooperate and compromise to solve group problems

ATTITUDE OBJECTIVES The student will be encouraged to develop:

- tolerance for others' perspectives on issues of class structure and organization
- appreciation for contributions of peoples throughout history
- appreciation of ways people, past and present, have been able to meet their basic needs

GRADE: 6

FOCUS: MEETING HUMAN NEEDS

TOPIC C — CHINA: A PACIFIC RIM NATION

The study focuses on China, one of Canada's Pacific neighbours. Canada is refocusing her attention to the Pacific Rim. China is not only the world's most populous nation but it is a country with which Canada is increasing her trade. Students examine how physical, social and psychological needs are met in China. Attention should be called to the similarities, as well as differences, in challenges/problems that people in our society and the Chinese society must resolve in meeting new needs. The intent of this study is to develop an awareness of Chinese culture and to promote an understanding of how other people meet their needs in a contemporary society.

QUESTIONS AND ISSUES FOR INQUIRY

Questions and issues can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be addressed in each topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

Questions:
How do Canadians and Chinese meet their basic needs in similar ways? Different ways?
How do/did traditions and customs affect how Chinese meet/met their needs?
How do communication and technology affect the lifestyle of the Chinese?
What can we learn from the Chinese and what can they learn from us?

Issue:
Should we accept each others way of doing things (e.g., schooling, housing, health practices, organization of industries)?
Should Canada and China become more or less interdependent?

KNOWLEDGE OBJECTIVES — The student will demonstrate an understanding of the following:

MAJOR GENERALIZATION –**Nations in the world are becoming increasingly interdependent.**

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
The Pacific Rim is becoming increasingly important.	Pacific Rim	• location of China in relation to Canada and other Pacific Rim nations • some countries that are part of the Pacific Rim • reasons for its growing importance
Changes in the way China meets basic needs have been accelerated by communications and technology.	communication technology	• physical environment of a country affects the ways people meet their basic needs • how communication and technology affected the way needs were met (e.g., agriculture, recreation, education, industry)

GENERALIZATIONS	CONCEPTS	RELATED FACTS AND CONTENT
		• customs/traditions influence the way people meet their basic needs (e.g., religion, family roles, government) • conflict can develop between technological development and maintaining tradition (role of family, role of individual in society) • differences in perspectives exist in the way that basic needs are met in Canada and China (e.g., view differences between luxuries and needs)
Sharing among countries can influence our lifestyle.	sharing	• sharing of goods, language, foods, music, art and ways of doing things influences lifestyle (e.g., acupuncture, fast foods, rock music, television) • exchanges of goods and services between China and Alberta (for example, twinning of cities, provinces; sports exchanges; sharing of technology)

SKILL OBJECTIVES The student will be able to do the following:

PROCESS SKILLS

Locating/Organizing/Interpreting Information

- acquire information by reading, listening and viewing
- identify the point of view in oral, written or viewed presentations
- select pertinent information from a variety of sources; newspapers, magazines, pamphlets, news media, films
- compare information on a topic drawn from two or more sources, to recognize agreement or disagreement
- use computer programs (where appropriate software and hardware are available)
  - to write a paragraph/report
  - to simulate situations impractical to reproduce in the classroom

Geography/Mapping

- using an atlas, locate places in Canada and China
- using the latitude-longitude grid system, locate China on a simple world map and globe
- read and interpret maps/legends showing physical features and physical regions
- estimate, then compute distances between places studied
- compare distances in kilometres to places under study
- infer relationships from data shown on maps (e.g., between physical regions and occupations)
- study colour contour and visual relief maps visualizing the nature of the areas shown
- use two or more maps to gather information about the same area
- make a regional map to show a variety of features

Analyzing/Synthesizing/Evaluating

- compare and contrast the way people in Canada and China meet their needs
- analyze how traditions and customs in China influence the way the people meet their basic needs, by identifying and describing the values held
- analyze the effect of communication and technology on the way the Chinese meet their basic needs

COMMUNICATION SKILLS

- take notes in point form collected from various sources
- write a biography on how a young person in China lives
- express an opinion, either orally or in writing, using specific examples, about aspects of the Chinese society that might be beneficial for Canadians to adopt or aspects of the Canadian society that might be beneficial for Chinese to adopt
- collect and organize information on a clearly defined topic, using a simple outline, webbing, etc.
- in a final written product, apply the skills of revising and editing by considering content, organization, vocabulary, sentence structure and mechanics of writing

PARTICIPATION SKILLS

- contribute to the various functions of group work as recorder, spokesperson, leader
- observe the courtesies of group discussion, such as speaking in turn and using appropriate tone
- distinguish between work that can be done most effectively by individuals and that which calls for group effort

ATTITUDE OBJECTIVES The student will be encouraged to develop :

- respect and appreciation for the ways in which peoples in China satisfy basic needs
- objectivity by examining one's own ideas about what is a better way of meeting basic needs
- empathy for the problems faced in meeting one's needs
- respect for someone else's opinions or viewpoint

D. BASIC LEARNING RESOURCES

Grade & Topic	Title	Publisher
1A	Learning resource(s) not required.	
1B	You and Me Series: *My Family All Together* (Student Booklet and Big Book) *My Family and Me* (Student Booklet and Big Book) *My Family, Your Family* (Student Booklet and Big Book) Teacher's Resource Book for the *You and Me Series*	Nelson Canada
1B	Explorations Series: *Families Are People* *Families Have Needs* *Families Share* *Families Are Special* *Families Change* *Families Have Feelings* *Exploring Families*, Teacher's Guide	Douglas and McIntyre Educational
1B	*My Family and Me* (Kit) *What is a Family?* *How Do We Help Each Other?* *What Are Family Rules?* *How Do Families Change?*	Encyclopaedia Britannica Educational Corp.
1C	*Peter's Moccasins*	Reidmore Books
1C	*Peter's Birthday* (Big Book)	Reidmore Books
1C	Kanata Series: *Canadian Families* (Redeveloped 1C Kanata Kit) (Teacher Guide, Posters, Audio Cassette)	Weigl Educational Publishers Ltd.
1C	Discovery Books Series: *Sun Neen, the Best Time of the Year* *Hanukkah, the Festival of the Lights*	Edu-Media Ltd.
1C	*Billy's World*	Reidmore Books
2A	Learning resource(s) not required.	
2B	Kanata Series: *Canadian Neighbours How They Live* (Redeveloped 2B Kanata Kit) (Text, Media Kit, Teacher Guide)	Weigl Educational Publishers Ltd.

Grade & Topic	Title	Publisher
2B	*Sarcee Reserve: An Indian Community*	Reidmore Books
2B	Exploration Series *Exploring Vancouver with Francisco* *Ideas Book for Exploring Vancouver with Francisco* *Exploring Regina with Jarrod* *Ideas Book for Exploring Regina with Jarrod* *Exploring Altona with Rachael* *Ideas Book for Exploring Altona with Rachael* *Exploring Kingfisher Lake with Elaine* *Ideas Book for Exploring Kingfisher Lake wiht Elaine* *Exploring Kentville with Billy* *Ideas Book for Exploring Kentville with Billy* *Exploring Red Deer with Paula* *Ideas Book for Exploring Red Deer with Paula*	Douglas and McIntyre Educational
2C	*Mexico* Teacher Resource	Gareth Stevens Inc.
2C	It's A Small World Series *Australia* (filmstrip and audio-tape) *Mexico* (filmstrip and audio-tape) *France* (filmstrip and audio-tape) *Japan* (filmstrip and audio-tape)	Walt Disney Educational Media
2C	*Children of Japan* video	ACCESS NETWORK
3A	Learning resource(s) not required.	
3B	Kanata Series: *Links Between Canadian Communities* (Redeveloped Kanata Kit) (Text)	Weigl Educational Publishers Ltd.
3C	*The Land of the Bloods*	Plains Publishing Inc.
3C	*Canadian Ways* (Cultural Communities Series)	Globe/Modern Curriculum Pss
3C	Kanata Series: *Special Canadian Communities* (Redeveloped 3C Kanata Kit) (Text, Media Kit, Teacher Guide)	Weigl Educational Publishes Ltd.

D. BASIC LEARNING RESOURCES

Grade & Topic	Title	Publisher
4A	Alberta Geography Series (Media Kit)	McIntyre Media Ltd.
4A	Alberta Wall Map – Division II	Hosford Publishing
4B	*Albertans: Past, Present, Future*	Weigl Educational Publishers Ltd.
4B	*Alberta's Metis People of the Western Prairie*	Reidmore Books
4B	*Annette's People: The Metis*	Plains Publishing Inc.
4C	Learning resources are in the process of being identified.	
5A	*Canada: Its Land and People* *Canada: Its Land and People* Teacher's Resource	Reidmore Books
5A	Canada Media Kit	National Geographic Society
5B	Kanata Series: *Early Canada* (Redeveloped Kanata Kit) (Text)	Weigl Educational Publishers Ltd.
5C	Learning resources are in the process of being identified.	
6A	*Politics and You* *Politics and You* Teacher's Guide	Nelson Canada
6A	*Winds of Change: Indian Government*	Reidmore Books
6A	*The Structure of Government* (Media Kit)	Globe/Modern Curriculum Press
6A	*Working for Canadians*	Prentice-Hall Canada Inc.
6B	*The Greeks* (Peoples of the Past Series)	MacDonald Educational Ltd.
6C	*Life in Changing China* *Life in Changing China* Teacher Manual	Arnold Publishing Ltd.

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